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ABSTRACT

Fourteen teachers from four California school districts developed this practical guide for teachers faced with a growing number of adult nonliterate students in English-as-a-Second-Language (ESL) programs. The guide is organized as follows: student goals and objectives, student characteristics, student identification, classroom activities, classroom materials, and classroom organization. Specific language characteristics of Hmong, Vietnamese, Cambodian (Khmer), Mien (Lao), Chinese, and Spanish are summarized briefly, as are cultural traits. Suggestions are offered for visual assessment, and specific activities are identified for symbolizing writing, developing sensory-motor skills, understanding that letters represent sounds/words, developing basic sight vocabulary, and developing basic writing skills. Basic classroom materials are identified, including many that are commercially available. Classroom organization is described for teachers in a "regular" ESL class, a nonliterate ESL class, in a class with an aide, and with equipment. An experimental summary of sequence and content is appended. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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NONLITERATE ADULT ESL STUDENTS

AN INTRODUCTION FOR TEACHERS

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Developed by
Curriculum and Staff Development for Teachers
Nonliterate Adult ESL Students
an
ACSA/ESL
Section 310 Project
March 14, 1981

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FOREWORD

Adult ESL programs have experienced a phenomenal growth in the number of nonliterate students in the past several years. Coordinators from three school districts met to discuss the situation. It was agreed that there was very little information to help teachers in the classroom, but that teachers experienced with the nonliterate ESL adult student did exist, both in specially funded programs and in regular classrooms.

It was determined that funding from the ACSA/ESL Staff Development Project would provide a means for these experienced teachers (consultants) to provide information on successful classroom activities. While funding would not be adequate to provide the research and staff time required for extensive curriculum projects, a practical guide could be developed that would be of immediate and direct assistance.

Fourteen teachers from the three school districts and another from Alhambra were called together to develop the resource information. A survey of their backgrounds revealed they had extensive personal classroom experience with nonliterate adult students from many different language and cultural groups. Hmong, Mien (Yao), Lao, Cambodian, Vietnamese, Chinese and Korean represented the Asian experience. Spanish speaking students from Mexico, Cuba, Central America and South America had also populated their classes. Additionally, nonliterate students from Yugoslavia, Poland, Germany and several mid-eastern and African countries had attended.

In spite of this varied experiential background, discussions revealed consensus on most of the major issues. They met for a total of only nine hours to discuss, to share, and to develop conclusions and

recommendations in such areas as student characteristics, classroom activities, materials, and organization.

The coordinators compiled the data into draft form and had it reviewed by the consultants before finalizing.

It is the hope of the consultants and coordinators that this introductory guide will provide an overview of a generally neglected area of adult ESL instruction and will also provide numerous ideas for classroom activities.

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This work was developed under a state administered grant of the Federal P.L. 91-230 (as amended), Section 310, through the California State Department of Education. However, the content does not necessarily reflect the position or policy of that department or of the U.S. Education Department; no official endorsement of this work should be inferred.

STUDENT GOALS AND OBJECTIVES

Goal

Develop those literacy skills which will enable effective participation in a "regular" ESL class.

Objectives

1. Comprehend that objects, actions and ideas can be symbolized through writing and can be read and understood by others.
2. Develop sensory motor skills such as left to right directionality and eye-hand coordination.
3. Understand that letters represent sounds which can be put together to form words.
4. Develop basic sight vocabulary, including letters and numbers.
5. Develop basic writing skills.

STUDENT CHARACTERISTICS

Nonliterate adult ESL students do not constitute an amorphous mass. While labeling a student within this level may be a sensitive issue, the consultants held that a definition of their skills, levels and background is essential. It is important to note that ethnic background does not determine classification and that nonliteracy refers primarily to nonliteracy in their own language, not in English.

Preliterate:	Students who are unable to read or write their own language and who come from a culture in which literacy is rare or non-existent.
Illiterate:	Students who are not able to read or write their own language but who come from a culture where literacy is common.
Semiliterate:	Students who are not able to read and write their own language above an elementary level.
Nonliterate:	All of the above.

There is yet another population of basically literate persons who have difficulty with the English system of phonic relation to Roman letters as opposed to pictographs or another system of writing. They do not fit the definitions above if they are literate in their own language. However, these students are often found grouped in classrooms with the nonliterate population. Their situation is not addressed specifically in this guide though some of the contents may prove helpful.

Nonliterate students come from diverse cultures and linguistic backgrounds. Quite often persons from the same country have widely varying traditions of behavior in and out of the classroom. While not every trait can be attributed to every student, <u>many</u> are eager to learn, scared, embarrassed, silent, shy, and unused to the tools (books, pens, pencils,

paper, etc.) of literacy. Many have short attention spans and find it hard to listen in class. Their perceptual abilities may be limited. Some, for example, have no tradition of two dimensional representation in their culture and find it hard to relate to a line drawing. Most lack classroom experience. Many have short and long term memory problems. They are often preoccupied with the problems and nightmares of their past and the adjustment to their present. They are often confused. They lack familiarity with the classroom as an institution and are unaware of appropriate classroom behavior. They do not know the social graces of the dominant culture. They are confused and frustrated because their children are changing rapidly and growing away from them. They simply do not recognize various aspects of our culture: what does "firefighter" mean to a Hmong mountain tribesperson? Finally, some are physically, mentally, or emotionally disabled.

While the above may apply to persons in all the groups defined earlier, these traits may be exhibited for completely different reasons. The preliterate student may be shy because he/she is not familiar with appropriate classroom behavior and is unsure of him/herself. The illiterate student, on the other hand, may be shy because he/she is ashamed or embarrassed about his/her lack of skills.

Although there are wide variations in cultural traditions even in a small nation such as Laos, many of the students are familiar with two or three cultures and languages. Still it would be dangerous to lump them into such broad categroies as Southeast Asian and Latin American. Besides offending the national and even regional pride of the students, this type of labeling would obscure cultural and linguistic differences whose

knowledge is essential for good literacy instruction. This is particularly true in relation to the Indochinese languages.

Some specifics to keep in mind regarding the languages are:

Hmong	Written from left to right using a Roman alphabet with some letters serving as tone markers. It is not Lao. Its written form has been in existence for a very short time.
Vietnamese	Also written from left to right in Roman characters with diacritical marks. The marks for the 6-8 tones are placed over the syllable, but their exact placement is not critical. It is a monosyllabic language.
Cambodian (Khmer)	The orthography is Davangri (also used to write Sanskrit) written from left to right. A system of transliteration also exists using the Roman alphabet, but not all Cambodians know the transliteration.
Mien (Lao)	A tonal language written from left to right. A different form of the Davangri alphabet is used.
Chinese	Although there are two main languages in this category - Cantonese and Mandarin - they are both written with the same pictographs from left to right or from top to bottom but right to left. These are also tonal languages.
Spanish	While Spanish apparently uses the same system of phonic representation as does English, it must be remembered that the vowel system is consistent. There are only five vowels and they are always pronounced in basically the same way. Teachers need to be aware that Spanish speaking students are not necessarily at a higher level of literacy just because their language system more closely resembles English. On the contrary, the similarities can be a source of more acute confusion.

Experienced ESL instructors of Spanish speaking students stress that teachers must be aware of the transient nature of the classroom population. The necessities of the labor market and the uncertainties of immigrant

status cause a constant ebb and flow of students. Many are also reluctant to divulge personal information for fear of reprisal. While other immigrant groups may seem to behave in the same way, their reason is different: they may just not know the information requested. (While we identify their house by its address, they may know it by the location, color, and other identifying characteristics.)

Face-saving is another very important cultural trait to keep in mind when dealing with Asian students of all types, particularly when there is a husband/wife or parent/child combination in the room. Some problems also exist among Spanish speaking couples, particularly if the wife outshines the husband.

All of the above information underscores the necessity of heightened teacher awareness of the problems of students and good relations between students and the teacher. "Good vibes" are important in any learning situation, essential in this one. The motivation that a good teacher can provide is particularly significant in a classroom of nonliterate students who have to face a multitude of prejudices about their abilities, some of which they come to believe themselves.

Instructors must also be aware of health problems of the students, problems that the students are not themselves aware of. Cooperation with local health authorities is essential to avoid health problems which may affect learning and cause loss of classroom time. At the same time, students should be cautioned not to overuse the health system that seems to offer a miracle cure for every ailment.

It would be inaccurate to classify these students as having low IQ's in general, as some instructors have inadvertently done. We must recognize that a significant number of the students do have learning difficulties

in the areas below. The teacher needs to be on the alert for these difficulties and see that students get special help in the classroom and from other school and community resources when necessary. Possible problem areas:

(1) Sensory motor

(2) Hyperactivity

(3) Perception

(4) Memory

(5) Cognition

(6) Attention span

(7) Emotional problems

Diagnosis of these disabilities should be undertaken as soon as possible so that a student can get help.

The nonliterate population, then, is diverse in nature, though it shares many characteristics. Teacher sensitivity to these and to their origins is essential for good classroom management and the successful teaching of literacy skills.

STUDENT IDENTIFICATION

A teacher may identify nonliterate students by a variety of means, ranging from informal observation to more formal instruments.

At the first class meeting, the instructor asks the students to write their names on a sign-up sheet. As a result of close observation, the teacher may make a quick visual assessment of their writing ability.

Another simple pre-test is a basic application form. The student is asked to fill in name, address, phone number, date, and possibly other information; the amount a student can complete, and his/her facility can give a quick indication of reading and writing ability. This procedure can work quite well when there is a large number of students to be assessed in a short period of time.

If a translator is available it is also helpful to ask a student about his/her schooling in the native language. Those who have had three years of less will probably be nonliterate.

Assessment may also continue as students do their daily written class work. Visual assessment:

Watch

(1) How they hold their pencils. Are they holding them awkwardly or clutching them unnecessarily tightly?

(2) How they hold their books. Do they know which way is right side up?

(3) Eye movement. Are they actually following along with the words, or are they just memorizing or mimicking?

(4) Speed of writing. Do they hesitate a long time before beginning to write, think about each letter, or appear to laboriously draw the letters?

(5) Guessing. Do they attempt to read but say a word totally inappropriate phonetically, perhaps attempting a guess from memory.

(6) Coordination. Some students may need special help with exercise to improve their coordination.

If more formal testing is desired, published tests of oral English skills may be adapted to test basic reading ability in English. (See classroom materials for examples.)

CLASSROOM ACTIVITIES

All of the consultants agreed that oral development must precede reading or writing. Nonliterate students should not be asked to read or write anything they cannot understand or say.

While a wide range of methodologies have been useful with nonliterates, two approaches were mentioned by the consultants with great frequency: total physical response and language experience. Total physical response (TPR) while it may appear contradictory to the principle stated above, is a method which involves the students physically responding to oral commands. They show comprehension by their response which produces a physical involvement in learning. (See Asher in bibliography.)

Language experience is a method for teaching reading which draws the material to be read from the direct experience of the student. The teacher conducts an oral elicitation activity with the students, writing down what they say. The content is then turned into a reading activity.

Thus, the basic approaches emphasize oral language development before written language is presented. Progressive development is the most effective. Oral language derived from the environment is the starting point. The word and object are then related to the picture or drawing, and then the drawing is related to the word.

Activities should be varied frequently in the classroom. Planning different approaches to the same topic will enable students to have a great amount of exposure to material without danger of boredom. Ideally, no particular activity should last for more than fifteen or twenty minutes. Physical movement, even something as simple as regrouping chairs, can be a valuable tool used for awakening minds and bodies.

The following section on classroom activities contains a number of ideas that the consultants found useful in their classrooms. The ideas are organized under the five specific student objectives listed in Chapter 1. Some are repeated as they apply to more than one objective. Not all activities were found useful by all consultants. Also, the ideas presented are not intended to form a complete list within each objective area. The reader is advised to treat this section as a cookbook, pull out those ideas that look good, try them, then adapt the ones that work.

Comprehend that objects, actions and ideas can be symbolized through writing and can be read and understood by others.

* Use objects, pictures, and realia to teach vocabulary.

* Use direct method to teach verbs. Teacher demonstrates activity and says words simultaneously, requiring students to repeat, thus teaching common forms.

* Label objects in room.

* Students tell teacher a word they want to learn to read. After they've learned the word it is put in their individual file on a flash card.

* Do a progression from real object to printed word.

    1. Use the real object.
    2. Put a picture of the object next to real object.
    3. Remove the object: picture is only cue.
    4. Put the word next to the picture.
    5. Remove the picture: word is only cue.

* Teacher says object or states a situation. Students draw a picture to represent it.

* Tape, or just listen to, a sentence a student says. Write the sentence and have a student read it back.

* Student draws picture of object he/she wishes to know word for, leading to a student generated vocabulary.

* Have name tags on desks.

* Use a picture to relate a story which the students practice orally. The teacher then writes the story. Students read it.

* Teach a simple song. After students have learned it well, have them read it from the board.

* Collect student-made stories in little books and permanently display in classroom.

* Solicit an active response from the students to cues, can be physical as well as oral.

Develop necessary sensory-motor skills such as left to right directionality and eye-hand coordination.

* Have models of letters on chalkboard.

* Use special handwriting paper.

* Make plastic and puzzle letters available to encourage recognition of shapes and differences between letters.

* Construct simple mazes where teacher or student gives oral directions for getting through.

* Find hidden objects in pictures.

* Have students trace letters in the air before copying on paper.

* Guide student's hand as he/she writes.

* Put puzzles together.

* Have students use big pencils (may be a prestige problem, big pencils are for little children).

* To improve directionality have students use a piece of paper to uncover a line of print or a logical sequence of pictures from left to right.

* Time students as they read sight word flash cards.

* Have students trace the letters. The work sheet should have the first figure in regular lines, followed by one to three figures in dotted lines. Students should first trace over the regular lines, then dotted lines, then write without lines.

* Match objects, colors, numbers, etc.

* Play color bingo.

Understand that letters represent sounds which can be put together to form words.

* Give each student a pile of letter cards. Dictate letter sounds and have students select the current letter from the pile.

* Give each student an alphabet flash card. Sound out A and have the student with B sound out his/her letter until the class goes through the whole alphabet.

* Use minimal pair listening activities.

* Group pictures/realia according to initial consonant sounds or vowel sounds. Teach vocabulary as well as sounds.

* Have them spell out words (such as names).

* Make your own Tach-X by having various consonants/ consonant blends combine with syllables like -at, -ot, etc. Students will flip through the consonants to produce new words.

* Have a column of vocabulary words on the left side of a page. For each item on the left have a line of three words on the right. One of the three words should be the same word as the first word. The student will circle the matching word.

* Have a column of sight vocabulary on the left side of the page. Place the same words in a different order on the right side of the page. Students will draw a line from one word in the left column to the matching word on the right.

Develop basic sight vocabulary, including letters and numbers.

* Have students pick out one type of letter from a pile of two similar letters. (Example: d and b)

* Have students tell teacher a word they want to learn to read. After they've learned word it is put in their individual file on a flash card.

* Student brings in a picture of something he/she wants to know. Teacher writes the word.

* Student draws picture of object he/she wishes to know word for, leading to a student generated vocabulary.

* Have students bring to class items they would eventually like to read. Put them on display. Have the students check the reading materials periodically to see if there are words they can now recognize.

* Have students periodically go through student newspapers like News for You and circle familiar words. The amount of familiar words will increase over a period of time.

* Tape, or just listen to, a sentence a student says. Write the sentence and have the student read it back.

* Label objects in room.

* Have name tags on desks.

* Teacher tells story with picture. Students indicate comprehension by pointing out corresponding objects.

* Use objects, pictures, and realia to teach vocabulary.

* Use direct method to teach verbs. Teacher demonstrates activity and says words simultaneously, requiring students to repeat, thus teaching common forms.

* Have students "write" sentences from dictation by actually selecting vocabulary flash cards from a pile and placing these words in correct left to right order. Additional cards can include s for plural forms, 3rd person singular and punctuation marks (period, question mark).

* Give students word flash cards. Dictate the words that make a sentence but dictate them out of order. Students come to the front of the room and arrange themselves in sentence order.

* Have several pictures, some with labels and some without. Have cards with missing vocabulary on the side. Students will match the word to its picture and paste it on.

Sight vocabulary (continued)

* Have a column of vocabulary words on left side of a page. For each item on the left have a line of three words on the right. One of the three words should be the same as the first word. The student will circle the matching word.

* Have a column of sight vocabulary on one side and another column with the same words but in a different order on the other side of the page. Students will draw a line from one word in the left column to the matching word on the right.

* Teach a simple song. After students have learned it well, have them read it from the board.

* Group pictures/realia according to initial consonant sounds or vowel sounds. Teach vocabulary as well as sounds.

* Give students piles of sight word flash cards; dictate words or letters and have students find the word in the pile.

* Color code cards for words in sentences. One color for subject, another for verb, another for complements, objects, etc.

* Teach survival signs early.

* Collect student-made stories and permanently display them in the classroom.

* Use a picture to relate a story which the students practice orally. The teacher then writes the story. Students read it.

Develop basic writing skills.

Recognize and write own name

* Keep a record of their improvement by keeping a sheet where they sign their name at the beginning, periodically, and at the end of the course.

* Teach student to write own name in cursive for signature purposes.

* Give out name cards so they can copy their names on a paper.

* Write name on paper for student to copy.

Copy sentences

* Have students trace the letters. The work sheet should have the first figure in regular lines, followed by one to three figures in dotted lines. Students should first trace over the regular lines, then dotted lines, then write without lines.

* Correct work in class as students write.

* Don't just X out the mistake. Write it correctly so they can re-write.

* Be aware that if work is sent home with students, others may do it.

Take simple dictation

* Don't just cross out mistakes. Write it correctly so student can re-write.

Fill in words in a cloze-type selection

* After a language experience activity, reading or writing (copying), have every nth word deleted (7th-9th), in order for students to write in words. Put deleted words on top or bottom of page so students can recognize and copy appropriate word.

CLASSROOM MATERIALS

To be Prepared or Acquired

1. Alphabet sets: For teaching consonants sounds, letter recognition.
2. Blue Books (lined University exam books): To serve as composition books for writing/printing.
3. Color-coded cards: Sets of cards for nouns, verbs, etc. To be used in building sentences.
4. Concentration Game: Different pairs to match words and pictures, rhyming words.
5. Demonstration objects: Plastic fruit, miniature furniture, car parts, calendars, household objects, etc.
6. Flash cards: Sets of cards (1) for sight-vocabulary and (2) as building blocks for making sentences.
7. Labels: Medicine, household products, food.
8. Maps: Local, state, country, regions.
9. Name tags: For every member of the class and for all objects in the room.
10. Organic Vocabulary Cards: Vocabulary that comes from the student with picture on reverse side to be kept in a word bank.
11. Signs: Safety, traffic.
12. Visuals: Different pictures with name cards to teach vocabulary, concepts, culture, etc. Include action pictures. Categorize according to occupations, locations (post office, bank, etc.), animals, food...

CLASSROOM MATERIALS

Commercially Available

The listing below includes titles that are not specifically designed for literacy classes. Annotations provide guidelines on their utilization with adult ESL nonliterate students.

Ballard and Tighe, Inc. IDEA (Individualized Development English Activities). Cards and teacher's manual. Approx. $150.00. 7814 S. California Ave., Whittier, CA 90602.

_____. Pupil Test Book. 7814 So. California Ave., Whittier, CA 90602.

Basic Phonics and Literacy Materials for Beginning ESL. Simplified Literacy Project (FIPSE), 5350 University Avenue, San Diego, CA 92105.

Materials for teaching nonliterate reading.

Bassano, Sharon. Sounds Easy! The Alemany Press, P.O. Box 5265, San Francisco 91401, 1980.

A phonics workbook for beginning students.

Career Cards. Milton Bradley, Springfield, MASS 01101.

Covers basic careers. Flash cards only.

Carver and Fotinos. A Conversation Book (Books 1 and 2). Prentice-Hall, Englewood Cliffs, N.Y. 07632. $5.95.

Excellent for visuals and for starting conversations.

Chaille, David. Vocabulary through Pictures. Easy Aids Inc., 256 South Robertson Boulevard, Beverly Hills, CA 90211.

Series of vocabulary groupings in pictures.

English Around the World. Scott, Foresman and Co., 855 California Avenue, Palo Alto, CA 94304.

Series of vocabulary grouping pictures.

Instructo Flannel Board Visual Aids: Alphabets, Capitals and Lower Case. Instructo Co., Paoli, PA 19301.

Keltner, Autumn, Leann Howard and Frances Lee. English for Adult Competency. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632.

Excellent for visuals.

Kennedy, Katherine and Stephanie Roeder. Using Language Experience with Adults. California Literacy Society, 317 West Main St., Alhambra, CA 91801. $1.50.

LaPray, M. On-the-Spot Reading Diagnosis File. Center for Applied Research in Education, Inc., Subsidiary of Prentice-Hall, c/o Prentice-Hall, Englewood Cliffs, N.J. 07632.

Los Angeles Unified School District, Asian Project Series. Delta Systems, Inc., 215 N. Arlington Hts. Rd., Arlington Heights, ILL 60004 or Modulearn, P.O. Box 667, San Juan Capistrano, CA 92693.

Visuals for lessons 1-40. Also Handbook for Teachers.

Macero, Jeanette and Martha Lane. The Laubach Way to English: ESOL Illustrations for Skill Book 1. California Bookstore, 317 West Main St., Alhambra, CA 91801. $2.50.

Mackey, Ilonka. English 1: A Basic Course for Adults. Newbury House, 1972. 68 Middler Rd., Rowley, MA 01969.

Good for visuals, exercises and sequencing.

New English 900 Wall Charts. Collier-MacMillan International, Inc., 866 Third Ave., New York, N.Y. 10022.

New Horizons in English Picture Show. Addison-Wesley Publishing Co., 2725 Sand Hill Road, Menlo Park, CA 94025 (415) 854-0300.

Wall charts.

Oregon Indochinese Refugee Program. Ann and Ben Listening Test. c/o Wayne Halverson, Oregon State University, Corvallis, OR 97330.

Parnwell, E.C. Oxford Picture Dictionary of American English. Oxford University Press, 200 Madison Avenue, New York, N.Y 10016.

Wall charts and English/Spanish edition available.

Rickey, Jim. Sign Language: A Survival Vocabulary. Janus Book Publishers, 2501 Industrial Parkway W. Dept. A, Hayward, CA 94545.

Good pictures for practical, everyday situations.

CLASSROOM ORGANIZATION

The consultants appeared to reach nearly unanimous agreement on one issue: nonliterate adult ESL students require specialized assistance and materials and cannot be served as effectively in a mixed class as in a classroom designed solely for them. Whenever possible nonliterate classes should be formed and the nonliterate student placed in them until those readiness skills that enable full classroom participation are developed.

Nevertheless, it was also recognized that most nonliterate students will find themselves in mixed classes. In this case, the teachers may be with or without an aide or with or without equipment. A favored few have access to a lab or to equipment that can be utilized in small group fashion. Another possibility is that two teachers may work in team fashion. Additionally, the composition of ESL classes varies from room to room. There is no "typical" class for which one specific management schedule can be devised.

In reviewing the class schedules that follow, keep in mind that these are only examples of possible schedules. There are an infinite number of variations, limited only by the imagination of the instructor.

The schedules are also set up to fit into various class lengths. ESL instructors may have anywhere from one hour with a multilevel class to six hours with the same students. These schedules should be adapted to fit these lengths of time.

The schedules presented are done so in the following order, from most to least likely teaching situations:

1. Teacher In a "Regular" ESL Class

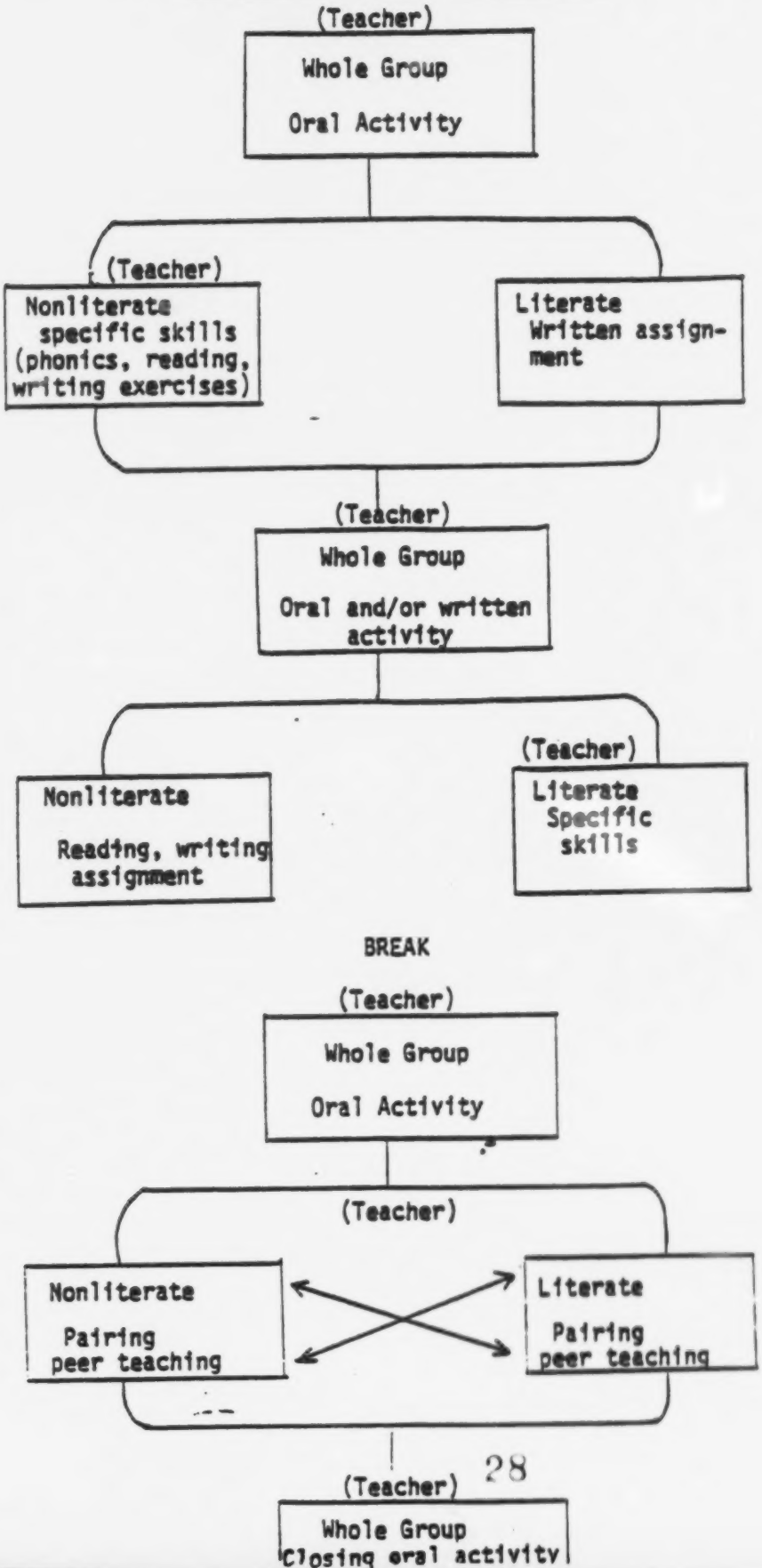
2. Teacher In a Nonliterate ESL Class

3. Teacher With Aide

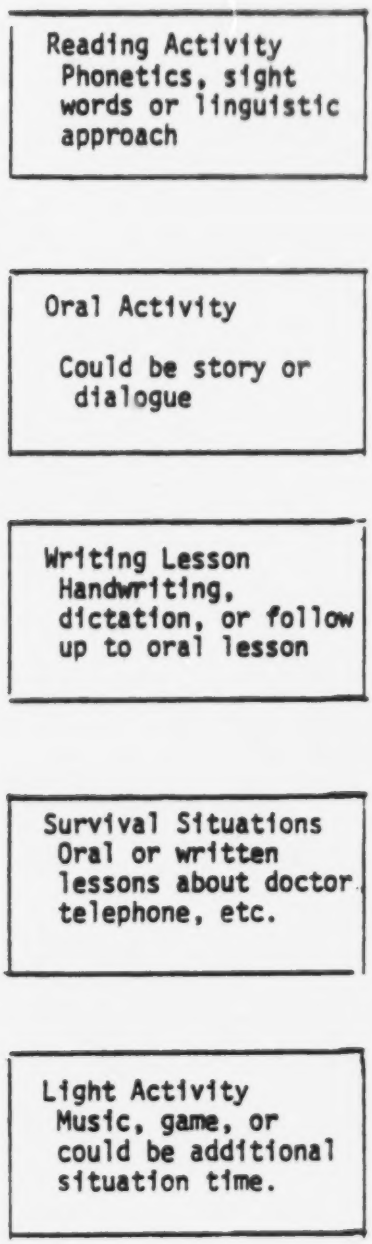
4. Teacher With Equipment

The reader is referred to the chapter on student characteristics as it is essential that sensitivity be utilized in establishing classes and in making referrals.

1. Teacher In a "Regular" ESL Class

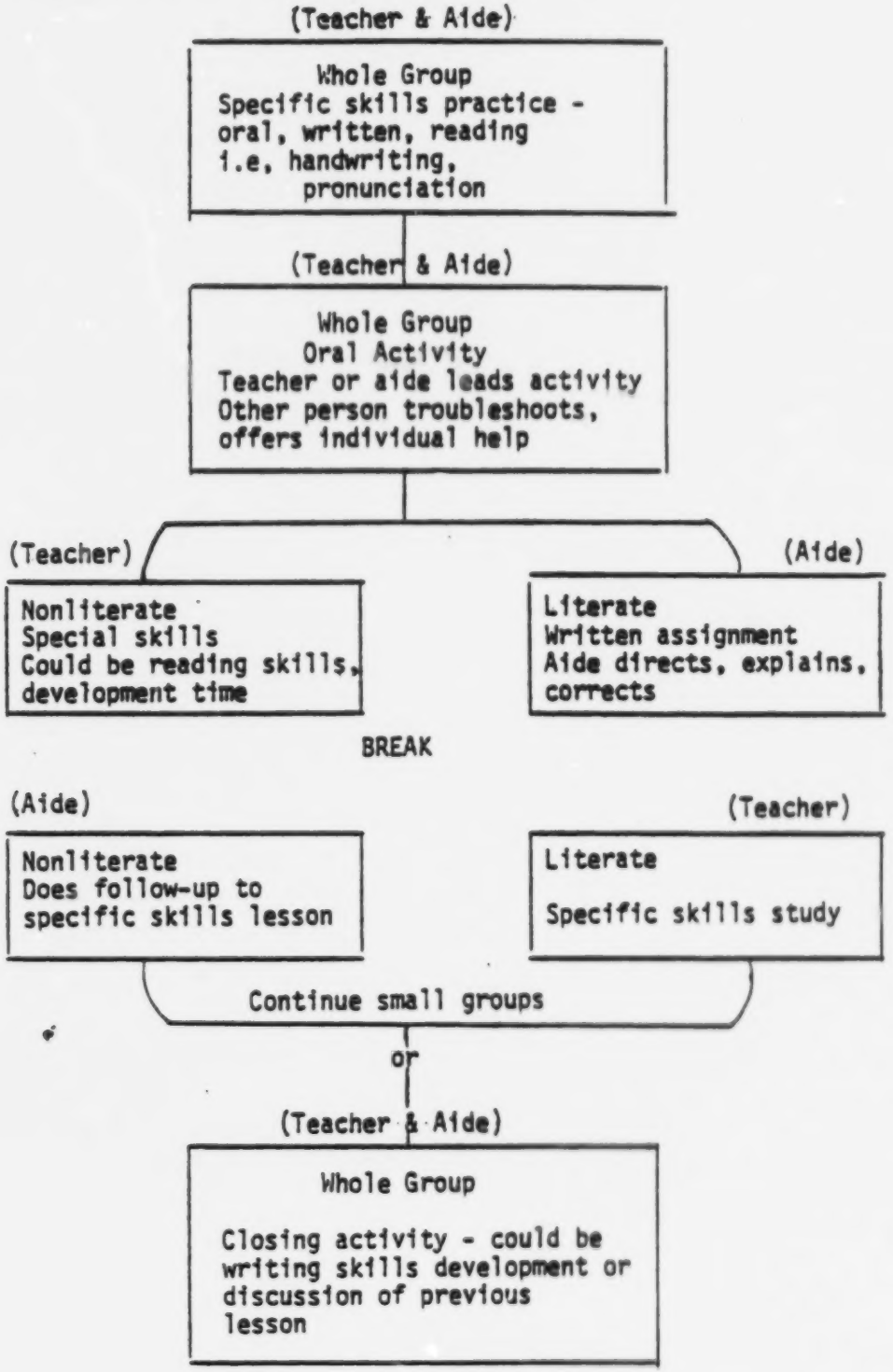


2. Teacher In a Nonliterate ESL Class


Reading Activity
Phonetics, sight words or linguistic approach
Oral Activity
Could be story or dialogue
Writing Lesson
Handwriting, dictation, or follow up to oral lesson
Survival Situations
Oral or written lessons about doctor telephone, etc.
Light Activity
Music, game, or could be additional situation time.

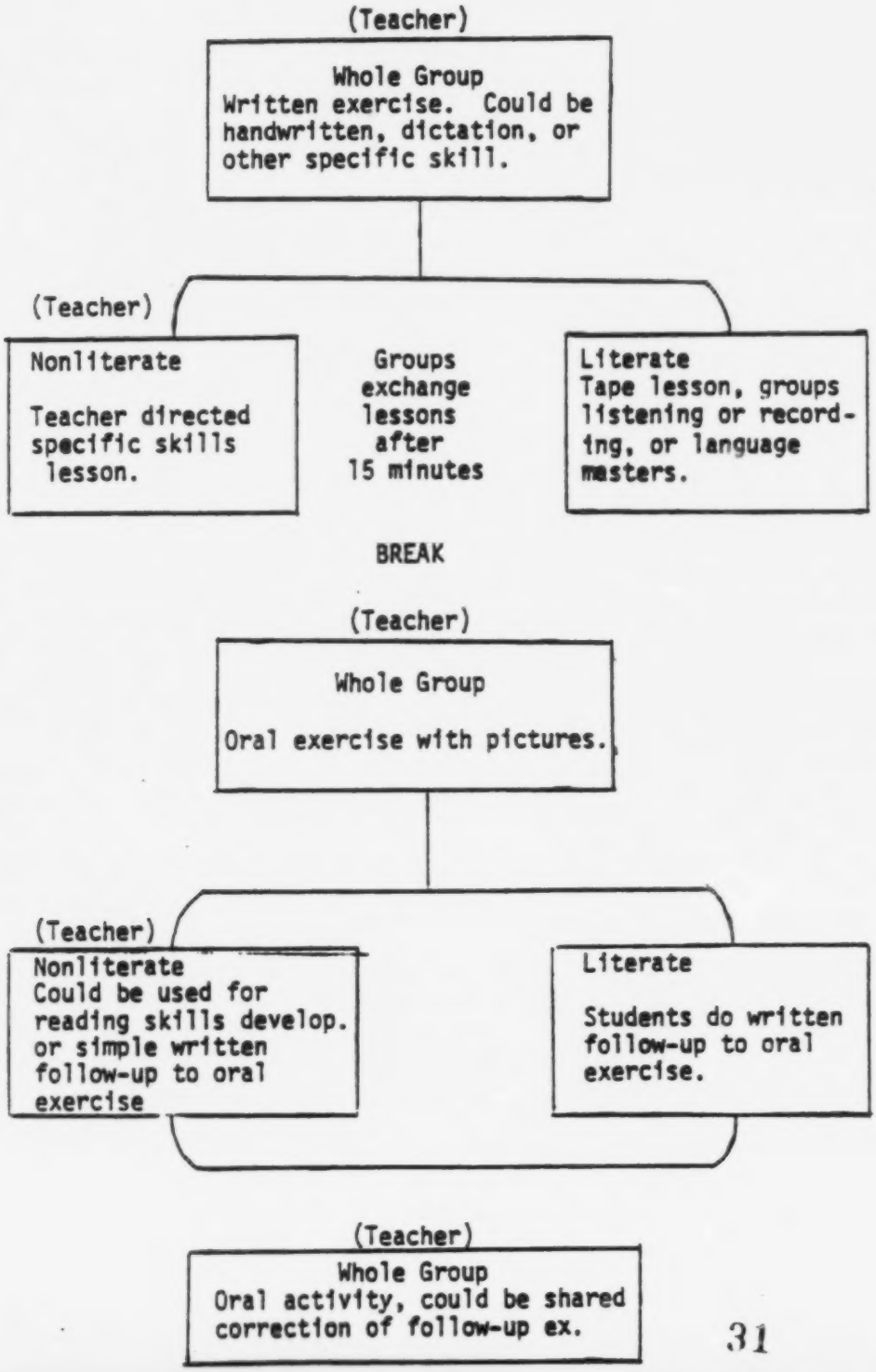
3. Teacher With Aide

When preparing lesson plans for an aide it is good to keep in mind that an aide is not usually an experienced teacher and can't read your mind. Also, no group of students should be relegated solely to the aide. Be sure that all students get equal teacher time.



4. Teacher with Equipment

Equipment may range from a teacher-owned tape recorder to school supplied language masters, projectors, tape recorders, or even a complete language laboratory in some settings. Equipment can be effective teaching devices for up to 20 minutes, but must be accompanied by teacher follow-up.



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Thonis, Eleanor. Teaching Reading to Non-English Speakers. Collier-Macmillan International, 866 Third Avenue, New York, N.Y. 10022, 1970.

Provides the teacher with background in the kinds of skills a non-English speaker must acquire to become literate in English. Includes methods and techniques a teacher may employ to teach these skills.

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An examination of various literacy techniques in use with adult ESL students. Includes an extensive bibliography.

APPENDIX

The following is an experimental summary of sequence and content used in a nonliterate adult ESL program. The outline is designed for a class which meets 15 hours per week for nine weeks. The course is primarily oral, the literacy lesson taking 30 to 45 minutes of each 3-hour class day. The intent is to provide a nonliterate ESL student with basic oral English skills while also providing enough basic reading and writing skills to enable functioning in a "regular" ESL class.

The outline presents the content for the oral core. In addition, during the first week students do pre-reading participation exercises. In the following weeks they learn numbers and letters, initial consonant sounds, basic sight words and phrases, and application information, such as name, address, phone number, etc.

Oral

Week 1:

- Greetings
- Names
- Classroom Objects
- People
- Numbers: 1-10
- Subject pronouns: I, you, he, she, it
- BE
- What questions

Week 2:

- Relationships
- Colors
- Numbers: teens and tens
- Regular plurals
- Subject pronouns: we, they
- Commands (response only)
- Yes/No questions

Week 3:

- Clothing
- Body parts
- Address
- Numbers: 20-60
- Irregular plurals
- Prepositions: in, on, under
- Where questions
- How many

Week 4:

More body parts
Foods (fruits and vegetables)
Time
More prepositions
HAVE
What time is it?

Week 5:

More time
More foods
Calendar
Occupations
Numbers: 60-100
HAVE on

Week 6:

Money
Animals
Spatial words (right, left, top, bottom, middle)
WANT
How much questions

Week 7:

More foods
More money
Adjectives
NEED

*Week 8:

Partitive: a piece of
BE + Ving (stand, sit, walk, talk, eat, drink)

*Week 9:

More BE + Ving (cook, read, write, laugh, cry)
Partitive: a pair of

****

*Weeks 8 and 9 include a heavy concentration on reading and writing skills.